

Country Report on Holocaust Education in Task Force Member Countries

ARGENTINA

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Summary

The Federal Education Act establishes a division of duties and responsibilities for the education system at three governmental levels. These levels are the Argentine Ministry of Education, the Federal Board of Culture and Education, and the provincial governments (23 provinces and the Autonomous City of Buenos Aires).

As a result of this division of duties, the current Ministry of Education, Science and Technology oversees a series of programs intended to ensure the functioning of a National Evaluation System, a National System on Education Statistics, a Permanent Teacher Training Network, and a series of compensating actions designed to deal with situations of inequality and other issues.

The provinces are responsible for planning, organizing, and managing the education system within their jurisdictions. Therefore, teachers' salary funds and support for schools, first and foremost, depend on provincial governments. Additionally, each jurisdiction implements different programs and projects aimed at complementing national initiatives regarding planning, curricular development, assessment, analysis of information, teacher training and skill, and compensation policies.

The Federal Board of Culture and Education (FBCE) coordinates and harmonizes the national education system and is presided over by the Minister of Education. The board includes an officer responsible for the implementation of education in each jurisdiction and a representative from the National University Board.

The FBCE ensures the harmonization of national policies enforced in each jurisdiction pursuant to different paces and strategies. Therefore, decisions adopted with regard to Holocaust education focus on different aspects in different jurisdictions.

This document brings together information available from the Ministry of Education, Science and Technology with regard to the General Elementary Education (EGB) and Poly-modal Level (high school). Specific measurements of the progress made in curricular development and teaching experience in different provinces are not included, since complete and systematized information is not available.

Full report following the question guideline:

1. What official directives from government ministries and/or local authorities regarding the teaching of the Holocaust exist in your country? Please attach these directives to your answer.

In 1994, Basic Common Contents (CBC) for General Elementary Education (which includes nine years of education divided into three cycles of three years each) were approved by the Federal Board

of Culture and Education. Upon approval, Jurisdictional Curricular Designs were developed based on the CBC, which establish the educational content for schools in the country.

Human-rights education of children and teenagers was included in the chapter on Ethical and Civic Responsibility Education.

The CBC affirm that:

Human rights are provided for in successive universal declarations and international covenants which have been ratified by Argentina and incorporated into the Constitution. The history of human rights, which is essentially related to a respectable civic life, must be clearly transmitted and understood.

The dignity of persons is based on the right to life and individual freedom—freedom of conscience, thought, religion, expression, and association and the freedom not to be persecuted or excluded by any form of discrimination or intolerance.

Respect for individuals includes the social recognition of the right to decent employment without discrimination and to housing, health, food, education, culture, religion, information, and recreation.

Thus, for the purposes of human rights education it is vital that schools promote study of the rights of children, ethnic groups, the disabled, and the sick and of respect for the diversity of beliefs.

The study of this content is organized in the following cycles:

Ethical and Civic Responsibility Education

First Cycle (first to third years; students 6 to 8 years of age)

Human Rights

- Respect for the dignity of the person
- Rights of the child
- Respect for differences
- Recognition of others
- Relationship between injustice and personal dignity
- Discrimination as a violation of rights
- Peace

Second Cycle (fourth to sixth years; students 9 to 11 years of age)

Human Rights

- Texts of the universal declarations of human rights
- Relationship between democracy, rule of law, and human rights
- The right to life and freedom of conscience, expression, association, and transit
- The right not to suffer discrimination on grounds of religion, race, gender, or ideology

Third Cycle (seventh to ninth years; students 12 to 14 years of age)

Human Rights

- Reasons for the declarations of human rights
- The need to universalize rights
- The need to protect the human condition from hunger, genocide, ignorance, and persecution
- Civil, political, economic, social, and cultural rights
- Individual, group, social, and political responsibility to protect human rights
- Protection and improvement of natural environment and the issue of the historical expansion of rights
- Violence as an attack against coexistence
- Social discrimination against women, the disabled, and other persons as a violation of human rights
- Various stereotypes as a violation of human rights

The principles enunciated in curricular content have currently been reaffirmed. Within the framework of the 70th anniversary of the DAIA, the Minister of Education, Science and Technology stressed the critical link between access to education and equal opportunity: “In this context, the inclusion of contents related to the values of democracy and respect for human rights is facilitated.” He stressed that his administration is promoting the inclusion of content within national education that favours the eradication of discrimination in each province. In addition, he reaffirmed his commitment to promoting the study of the Holocaust within public education, in accordance with the objectives proposed by the ITF International Cooperation Group on Holocaust Education, Research, and Remembrance.

2. If the Holocaust is not a mandatory subject, what percentage of schools chooses to teach about the Holocaust?

As states above, the CBCs are applied in all schools in the country. Issues related to human rights and the Holocaust are to be dealt with in the different cycles of compulsory elementary education, when appropriate, with adjustments and strategies chosen for each jurisdiction.

3. How is the Holocaust defined?

Although the Ministry of Education, Science and Technology has not established a definition for the Holocaust, it shares the objective of the Fundación Memoria del Holocausto—Buenos Aires Shoah Museum, which is to:

...keep alive the awareness that there was a Shoah, the premeditated assassination of six million Jewish persons, just because they were Jewish, by Nazis and their accomplices during World War II.

These objectives are carried out through an educational activity whose purpose is to make students aware of the evils of racism and xenophobia; to avoid the recurrence of ideologies and events which led to the Shoah; to teach respect for those who are different and their differences; to honour the victims of the Shoah and the survivors by remembering them.

4. Is the Holocaust taught as a subject in its own right, or as part of a broader topic? Explain the reasoning behind this decision.

The CBCs mentioned in the Social Science Chapter for the EGB Third Cycle, included in Section 2 “Societies through the ages. Cultural changes, continuities and diversity”, include:

- The World in the 20th Century
- Changes, crises, growth of capitalism; different socioeconomic rhythms and alternatives; technological progress and globalization of the economy; sociocultural and political experiences within the framework of industrial society
- Democratic regimes and the welfare state
- Totalitarian regimes: nazi-fascism and communism
- Persecution, discrimination and genocide; the Holocaust

5. At what age(s) do young people learn about the Holocaust in schools? Do students encounter the Holocaust in schools more than once? Please give details.

The contents specifically referring to the Holocaust and also included in the EGB Third Cycle are designed for students between 12 and 14 years of age. For example:

Curricular Program of the Province of Buenos Aires for the General Elementary Education

Social Sciences, Ninth Year

Focal Point: Society, Organization, and Participation

The growth of nationalism. Fascism. Nazism. The Spanish Civil War. Authoritarian concept of power. Genocides. World War II.

Focal Point: Ethical Education

Foundations and practice for accepting attitudes of other people and rejecting discriminatory attitudes. Discriminatory prejudices throughout history.

In the case of poly-modal education, some provinces deal with the subjects as follows:

Jurisdictional Curricular Program of the Province of Santa Fe for Poly-modal Education
Civilization and Social Sciences—History I and II

World War I and the breakdown of order. Russian Revolution. Crisis of political liberalism and rise of right-wing parties. Nazism and Fascism. World War II and the emergence of a bipolar world.

From the Great Depression to World War II. Economic and political crisis of liberalism. New role of the state. Rise of totalitarian regimes. Fascism, Nazism, and others. Effects of the 1929–1930 world crisis on Argentina: restoration of the oligarchy, 1930 military coup.

6. How many hours are allocated to teaching and learning about the Holocaust in schools?

The number of class hours devoted to study of the Holocaust depends on institutional decisions regarding the development of curricular projects and teaching plans.

7. In what areas of study (history, literature, sociology, theology) is the Holocaust taught? In each case, briefly outline the rationale for teaching the Holocaust in this particular subject area.

The Holocaust is included within the field of Social Sciences. Discussion, the educational approach, and the suggested means of teaching it are established in the jurisdictional Curricular Programs. Within the framework of teaching proposals specific to each school, the Holocaust is related to other fields of study, such as Language (Literature Section), Ethics, and Civic Responsibility Education.

- 8. a) What historical, pedagogical, and didactic training is provided to teachers of the Holocaust at either the university level or the professional development level in your country?**
b) How many teacher-training sessions are held each year, and how many teachers are involved?
c) What funding is available for training in the teaching of the Holocaust in your country?

Year 2000

Under the Presidency of Fernando de la Rue, our country participated in the International Forum on the Holocaust. In this Forum, which was held in Stockholm in January 2000, the “Stockholm Declaration” was adopted. According to a Ministry of Foreign Affairs, International Trade and Worship Resolution, activities are intended to memorialize the Holocaust and to educate students about the dangers of discriminatory, xenophobic, and racist conduct, thereby spreading the principles of the “Stockholm Declaration” and national policy.

It has been established that such activities may be carried out as fori, meetings, and workshops in educational fields, with the participation of provincial and local governments and governmental and non-governmental organizations in Latin America.

Together with the Secretariat of the Autonomous City of Buenos Aires and non-governmental organizations, the Ministry of Education has produced an educational video about the Holocaust. Presented to ethics and civic responsibility education trainers at the National Seminar for Further Professional Training of Trainers, its aim is to offer trainers from the different jurisdictions around the country a didactic way in which to address the subject of the Holocaust with teachers and students from different education levels. The video was presented to 106 provincial trainers whose job was replicated in the interior of each province.

In Buenos Aires, the *Anne Frank—A Living History Travelling Exhibition* 2000-2001 opened at the Shoah Museum. The exhibition was mounted within the framework of the agreement signed with UNESCO in the International Year for the Culture of Peace. It was declared of “public interest” by the Government and the Legislature of the Autonomous City of Buenos Aires and of “educational interest” by the Ministry of Culture and Education of the Nation and the City of Buenos Aires.

Year 2001

In June, Mrs. Claudia Clerico attended the Teacher Training Seminar at the Holocaust Studies Summer Institute (United States). As an expert in constitutional law she has worked on this topic within the area of this Ministry, her chair at the Buenos Aires University, and Teacher Training in the Autonomous City of Buenos Aires.

Commission for the Clarification of the Activities of Nazism in Argentina (CEANA) liaison officer Ignacio Kulich and Counsellor Cristina Delaine participated in the third meeting of the Train the Trainers Seminar. They explained the activities of the Ministry of Foreign Affairs and CEANA, and pointed out the importance of raising awareness of the consequences of Nazism in Argentina.

Mrs. Clerico attended the intensive course on Holocaust Teaching at the Florida Atlantic University Holocaust Studies Summer Institute (June 11–15, 2001) in Boca Raton (USA), and visited the United States Holocaust Memorial Museum in Washington, D.C. (June 16–19, 2001).

In general, the course follows the approach outlined in the “Teaching about the Holocaust” course presented by the United States Holocaust Memorial Museum, in which the history of the Holocaust is identified as one of the most effective and best documented subjects for the pedagogical discussion of moral issues, the complexity of human behaviour, and the responsibilities of citizenship. Accordingly, it is hoped that studying the Holocaust encourages students to appreciate, protect, and promote democratic values. Silence and indifference in the face of the suffering of others and the violation of their human rights may perpetuate the problem. The Holocaust was not unintentional; it occurred because individuals, organizations, and governments adopted decisions which not only legitimised discrimination but also authorized prejudice, hate, and finally mass killing. Therefore, the course presented by the Florida Atlantic University focused on the history of the Holocaust, including the time before and after it.

Mrs. Clerico’s attendance at the course afforded her the opportunity to reflect on the actions of the Ministry of Education, Science and Technology with regard to Holocaust education. In addition, she was able to observe the implementation of an annual training course for teachers of every level (primary and secondary education), which is intended to have a profound impact on the practice of teaching. At the primary level, the objective is for teachers to achieve personal understanding of the Holocaust (teacher training), to research its history, and to relate it to the present. In order to achieve this goal, survivors present their testimonies at all meetings. At the secondary level, training is focused on effective methods in Holocaust education for students of different ages. To this end, different proposals and didactic material are submitted for all educational cycles (literature, video, posters, publications, survivors’ testimonies, and Holocaust witnesses).¹ Although the course is designed for teachers, their active participation is limited to questions after each conference, testimony, or presentation of the didactic material.

The visit to the United States Holocaust Memorial Museum in Washington, D.C., enabled Mrs. Clerico to tour the Museum’s Permanent Exhibition and special exhibitions *Flight and Rescue* and *Daniel’s Story* (designed for children). The visit to the Museum also included a meeting with Dr. Wesley Fisher, director of the international program, and Daniel Napolitano, liaison officer of the education resource centre. Dr. Fisher mentioned the importance of teacher training for Holocaust teaching and Mr. Napolitano presented the Museum’s material on teaching about the Holocaust.

The knowledge acquired in the course and at the Museum is an important contribution for planning training courses within the framework of the “National Seminar for Further Professional Training of Trainers” of Ethics and Civic Responsibility Education, as well as the proposal of activities for the April 19 commemoration, which has been listed on the school calendar as the “Day for Cultural Diversity” since the year 2000.

Years 2000–2002

On August 7, 8, and 9, a Seminar for High School and University and Academic Teachers was held. It was organized by the Fundacion Memoria del Holocausto—Buenos Aires Shoah Museum, in collaboration with the Consuelo Central de Education Judie de la Republican Argentina (Central

¹ Each participant received a kit of didactic material to teach about the Holocaust in schools.

Council for Jewish Education of the Argentine Republic), AMIA, Veda Haiku, and Universidad de Palermo (Palermo University) and sponsored by the General Directorate of Human Rights, Government of the Autonomous City of Buenos Aires.

Fundacion Memoria del Holocausto—Buenos Aires Shoah Museum and CEANA, with the sponsorship of the General Directorate of Human Rights of the Government of the Autonomous City of Buenos Aires, organized a “Racism and Genocide” training seminar in the city of Buenos Aires November 11–12, 2002. Paul Salmons and Stephen Feinberg attended as guest professors. The Claims Conference supported a portion of this seminar.

The Universidad Nacional de Tuchman (National University of Tuchman; UNT), the Universidad Nacional de Catamaran (National University of Catamaran; Uncap), and CEANA organized the “Nazi Genocide, anti-Semitism, and Intolerance” training seminar, which was held in San Miguel de Tuchman November 4–8, 2002. The seminar was sponsored by the Ministry of Foreign Affairs, International Trade and Worship (MRECIC), and the International Task Force for Cooperation on Holocaust Education, Remembrance, and Research (ITF) and under the auspices of AMIA, Bonsai Broth, DAIA, Secular Integral Argentino-Hebrea “Independencia” (Argentine-Hebrew Integral School “Independence”), and the Fundacion Memoria del Holocausto-Buenos Aires Shoah Museum.

Year 2003

Since 1997, Daniel Bargman, officer of the Ministry of Education, Science and Technology, performed ordinary duties at the Holocaust Remembrance Foundation. He attended different training courses at the national and international levels (Hebrew University of Jerusalem). In addition to various other duties, he collaborated in the organization of the *Imágenes de la Shoá ¾ Resonancias del Holocausto en Argentina* (Shoah Images—Echoes of the Holocaust in Argentina) exhibition, which is still on display. Sponsorship was granted to diverse training courses on the issue, including, for example the “Shoah: History and Memory” teacher-training seminar organized by the Fundacion Memoria del Holocausto—Buenos Aires Shoah Museum, with the participation of Dr. Leonardo Senkman and Dr. Haim Avni, professors at the Hebrew University of Jerusalem. This seminar was held August 28–29, 2003, and was designed for high school and university professors, teachers, and researchers in Argentina.

On the basis of a project developed by the Ministry of Education, Science and Technology and the Ministry of Foreign Affairs, International Trade and Worship, the CD-ROM “Cultural Diversity Coexistence. Digital Library and Didactic Resources” was produced by Educ.ar; this material is distributed to schools around the country.

For the CD, the aforementioned ministries compiled international treaties dealing with respect for human rights, coexistence, and non-discrimination and an explanatory summary of these documents, along with multimedia activities, glossaries, bibliography, teaching recommendations, and activities for students.

The CD is organized into three sections:

- A. Fundamental Rights of Mankind
- B. Children and Teenagers
- C. Cultural Diversity Coexistence

For example, among the activities for the Poly-modal Level featured in Section C is the film *Schindler's List*, with recommendations for teachers and activity sheets for pupils.

Year 2004

Maria Cecilia and Sonia Bazan participated at the ITF meeting in Houston.

Under the auspices of the Ministry of Education, Science and Technology, the Secretariat for Culture of the Autonomous of Buenos Aires and with the support of the Secretariat for Human Rights of the Autonomous City of Buenos Aires, the Fundacion Memoria del Holocausto—Buenos Aires Shoah Museum organized the Seminar “Fascism and Anti-Semitism: Italian Jews and the Shoah.” Held on September 2 and 3 and conducted by guest professor Mario Sznajder, the seminar was intended for high school, university, and academic professors. The Claims Conference supported this seminar.

Year 2005

In January 2005, Adriana Roisenstraj of the Education Ministry, together with 15 teachers, attended a seminar at Yad Vashem. Teachers from the Education Ministry of Cordoba went as well.

In the area of teacher training development, it is worth mentioning the workshop “Ethics and Formation of Subjectivity in Exceptional Situations,” Itinerant School of Corrientes, which was conducted by Professor Marcelo Pompey from February 28 to March 2, 2005.

This workshop presented a critical approach to “exceptional situations” in which human life is seriously threatened. The objective was to begin thinking about the human condition and how to adjust ethics in situations in which lives are at risk. The workshop used concentration camps as an example, not only of a concrete historical reality but also of a complex concept with several temporal-space aspects that remain active and are characterized by their exceptional nature. Reference was made to the philosophical, historical, social, and political analysis of human existence. Testimonies and reflections of those who have gone through exceptional situations were discussed, from which there emerged an effort to understand the harshness that appears not to yield to reason.

On August 8, 2005, in the Auditorium of the National Foreign Service Institute (ISEN), Professor Mario Sznajder presented the Holocaust and International Policy Conference within the ITF Working Group. This conference took place due to the joint efforts of the Hebrew University of Jerusalem, the Fundacion Memoria del Holocausto—Buenos Aires Shoah Museum, and the Ministry of Foreign Affairs, International Trade and Worship of Argentina.

9. Has your country instituted a national Holocaust Memorial Day? If so, in which ways is this day marked and commemorated? What difficulties have you encountered in establishing this day of remembrance in the national consciousness?

On March 9, 2000, Resolution N° 216 of the Federal Board of Culture and Education established April 9, the day of the Warsaw Ghetto Uprising, as the “Day for Cultural Diversity.” Additionally, its incorporation into the school calendar of commemorations for the different educational jurisdictions was approved.

In order to enact this Resolution, the Ministry of Education organized an event on April 19, 2000, during which students from 15 schools of the Autonomous City of Buenos Aires and the Province of

Buenos Aires from the Third Cycle of the General Elementary Education visited a didactic exhibition and participated in workshops prepared and coordinated by experts from the Ethics and Civil Responsibility Education team of the Ministry of Education. That very same day, then-Minister Juan Lach delivered a brilliant lecture at the headquarters of the Fundacion Memoria del Holocausto—Buenos Aires Shoah Museum. A supplement was also published in the *Clarín* newspaper of April 17, 2000, in which the spirit of the event was explained and proposals for activities to be carried out by teachers and students were presented. Additional information was sent to magazines widely read by children.

During 2002, the Ministry of Education, together with other provincial ministries and non-governmental agencies, organized the Holocaust Forum: Remembrance and Education, which was held at the Colegio Nacional Buenos Aires April 18–19. Additionally, the Seminar on Arts and Participation was held on April 19 at the Ministry of Education to commemorate the Warsaw Ghetto Uprising. Students, teachers, and artists painted three Jewish Holocaust commemorative murals. An initiative of the Martín Buber School to organize a series of Youth Fora for Coexistence and Tolerance was sponsored. Through the National Reading Plan, a Music, Poetry, and Cultural Diversity cycle was presented on April 20 at the Radio Nacional Auditorium.

It should be pointed out that these activities were coordinated with different non-governmental agencies such as the Anti-Defamation League, B'nai B'rith, the Fundacion Memoria del Holocausto—Buenos Aires Shoah Museum, and the ORT Technological Institute, among others.

On the other hand, and with regard to establishing April 19 as the “Day of Cultural Diversity,” the Argentine Ministry of Education received from the Armenian Centre of the Argentine Republic a proposal to extend the day to a “Week of Cultural Diversity” in order to include April 24 in remembrance of the Armenian Genocide of 1915–1917.

This proposal was endorsed by the Chairman of the National Institute against Discrimination under the Ministry of the Interior. It is believed that the proposal contributes to the essence of Resolution 216/00, and in this respect it could be developed into a new presentation to be considered by the Federal Board of Culture and Education.

10. Has your country established a national Holocaust memorial and/or museum? What numbers of students visit this memorial/museum each year?

Fundacion Memoria del Holocausto—Buenos Aires Shoah Museum, which has been operating in the Autonomous City of Buenos Aires since 1993, has reported the number of visitors to the Museum between March and the first two weeks of July 2005 as follows:

| NUMBER OF VISITORS TO THE MUSEUM ACCORDING TO EDUCATION LEVEL | | | | |
|---|-------------|------------|--------------------|-----------------------------|
| MONTH | HIGH SCHOOL | UNIVERSITY | INFORMAL EDUCATION | OTHER INSTITUTIONS (ADULTS) |
| March | ----- | 52 | ----- | ----- |
| April | 78 | 4 | 58 | 49 |
| May | 859 | 345 | 420 | 85 |
| June | 318 | 57 | 35 | 35 |
| July | 35 | 3 | 10 | ----- |

| NUMBER OF PARTICIPANTS IN ACTIVITIES ORGANIZED BY THE MUSEUM IN THE INTERIOR OF THE COUNTRY ACCORDING TO EDUCATION LEVEL | | | | |
|--|-------|-------|-------|-------|
| April | ----- | 300 | ----- | 650 |
| May | ----- | ----- | ----- | 2880 |
| June | 1000 | ----- | ----- | ----- |
| July | 800 | 200 | ----- | ----- |
| | | | | |
| TOTAL | 3090 | 961 | 523 | 3664 |

11. Please estimate the percentage of students in your country who visit authentic sites, and list three primary sources of funding available in your country for visits to authentic sites.

Through the educational trip March of the Living, thousand of teenagers and adults from around the world, some of whom are Holocaust survivors, travel to Holocaust sites.

The March of the Living leads from Auschwitz to Birkenau, which was once the road to death, in order to transform it into life and reaffirm the commitment to remember the Holocaust and fight against the resurgence of Nazism and antisemitism. The trip ends in Israel as a symbol of the rebirth of the Jewish people and culture.

This educational trip has been organized in Argentina since 1992.

The following is a list of the number of persons from Argentina who have taken part in the March of the Living:

| | |
|------|--|
| 1992 | 66 young people and adults |
| 1993 | 35 adults and 35 young persons, accompanied by 4 survivors |
| 1994 | 57 persons |
| 1996 | 61 persons |
| 1998 | 61 persons |
| 1999 | 11 adults and 23 young persons |
| 2000 | 20 adults and 28 young persons |
| 2001 | 20 young persons |
| 2002 | 12 16- and 17-years old |
| 2003 | 17 young persons |
| 2004 | 2 adults and 24 young persons |
| 2005 | 35 persons from Argentina and 4 from Panama (11 adults) |

12. What are the three major textbooks used in teaching the Holocaust in your country? How many pages do your school textbooks allocate to the Holocaust, and on which aspects do they focus?

Although the Ministry does not impose any text for addressing the Holocaust, the following are considered relevant:

El Holocausto. Perpetradores, víctimas, testigos (The Holocaust. Perpetrators, Victims, Witnesses). Compiler: David Bankier. Biblioteca Nuestra Memoria (Our Memory Library).

60° Aniversario de la caída del regimen nazi (60th Anniversary of the Fall of the Nazi Regime). *Nuestra Memoria* (Our Memory). Año XI Número 25 (Year XI Number 25). June 2005.

60° Aniversario de la Liberación de Auschwitz (60th Anniversary of the Liberation of Auschwitz). *Nuestra Memoria* (Our Memory). Año XI (Year XI). Número 24 (Number 24). January 2005.

Nuestra Memoria (Our Memory). Año X Número 23 (Year X Number 23). July 2004.

El Holocausto. Un estudio histórico (The Holocaust. A Historical Study). Dan Michman.

Educación para la Memoria. Holocausto Shoa (Memory Education. Holocaust Shoa). Fundacion Memoria del Holocausto and General Directorate of Human Rights of the Government of the Autonomous City of Buenos Aires (Exercise Book).

Fragmentos-Voces de la Shoá (Extracts- Voices of the Shoah). Testimonios por los que ya no pueden hablar, por los seis millones (Testimonies from those who are no longer able to speak, a tribute to six million Jews. CDRom edited by the Fundacion Memoria del Holocausto-Buenos Aires Shoah Museum and supported by Antorchas Foundation. December 2004.

Subject to the possibility of being translated:

- A Guide to Videos on Prejudice and Stereotyping*
- Videography on Holocaust and Related Subjects*
- Never Shall I Forget That Night: Survivors Remember the Holocaust*
- The Armenians: Shadocos of a Forgotten Genocide*
- ✓ Anatomy of the Ghettos
- ✓ Anti-Bias.Cultural Diversity. Professional Development Programs
- ✓ Tell Them We Remember. The Story of the Holocaust
- ✓ Resistance during the Holocaust
- ✓ Holocaust Studies High School Curriculum (any grades or years)
- ✓ Holocaust Studies Middle School Curriculum (any grades or years)
- ✓ Holocaust Studies Curriculum
- ✓ Teachers Institute on Holocaust Studies
- ✓ Teaching about the Holocaust

These Holocaust studies were published by the Department of Multicultural Education, the School District of Palm Beach County, in August 2000.

13. What strategies of differentiation are typically used to make the study of the Holocaust accessible to students of different ages and with different learning needs?

Strategies and resources are selected by the teaching team in accordance with different developmental stages.

14. How far and in what ways is your country's own national history integrated into the teaching of the Holocaust?

As explained in the answer to question 4 of this report, the issues related to the Holocaust are addressed in the Social Sciences Chapter of the CBC.

15. What are the three major obstacles to teaching and learning about the Holocaust in your country?

No information is currently available on this topic.

TRANSLATED FROM SPANISH. Buenos Aires, September 30, 2005.

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